

Texas Education Agency Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Amarillo ISD	188-901		
Vendor ID #	ESC Region #	DUNS #	
75-6000036	16	080966666	
Mailing address	City	State	ZIP Code
7200 West I-40	Amarillo	TX	79106-
Primary Contact			
First name	M.I.	Last name	Title
Stefan		Bressler	Program Development/Grants
Telephone #	Email address		FAX #
(806) 326-1323	stefan.bressler@amaisd.org		n/a
Secondary Contact			
First name	M.I.	Last name	Title
Kimber		Thompson	AISD Homeles Liaison
Telephone #	Email address		FAX #
(806) 326-3253	kimber.thompson@amaisd.org		n/a

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Pati		Buchenau	Chief Financial Officer
Telephone #		Email address	FAX #
(806) 326-1120		Pati.buchenau@amaisd.org	n/a

Signature (blue ink preferred)

Date signed

03-26-2018


 Only the legally responsible party may sign this application.

701-18-109-014

Schedule #1—General Information

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	No agreement established	N/A	N/A	N/A
	N/A	N/A	N/A	
Member Districts				
2.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
3.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
4.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
5.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
6.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
7.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
8.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
10.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
11.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
12.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
13.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
14.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
15.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
16.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
17.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
18.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
19.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
20.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Amarillo ISD is applying for funding under the 2018–2019 Texas Education for Homeless Children and Youth Grant Program on behalf of the over 2,200 homeless students attending classes within the District. The program will be implemented to establish and expand a comprehensive learning environment conducive to both academic success and social acclimatization for a traditionally underserved population. During the initial planning phase for this program, the planning team conducted interviews with campus staff, developed an inventory of available school district and community resources and supports, and analyzed quantifiable data sets in an effort to identify potential barriers for children and youth experiencing homelessness. Based upon this analysis, the district developed the following program objectives:

1) to improve the academic success of homeless students; 2) to improve the attendance rate of homeless students; 3) to provide a consistent and comparable learning environment for homeless students; and 4) train district staff in the identification and awareness of children and youth experiencing homelessness.

In order to meet these objectives, and thereby reduce the barriers encountered by district homeless students, the planning team identified ten program activities/strategies to implement under this program. The program activities are as follows:

1) The district's Families in Transition program will inform homeless students and their parents/guardians of services and resources available to them in the district and throughout the community. This information will be disseminated through the student/parent meetings and the distribution of information packets. Program staff will utilize grant resources to 2) provide transportation as needed to all homeless students; 3) provide school supplies and materials necessary for academic success; 4) update referral packet to be provided to homeless students & their families & the web based referral system; 5) coordinate a referral based program to provide donated and purchased clothing to homeless students; 6) coordinate a referral based medical care program for students in homeless situations; 7) track attendance; 8) conduct student and parent/guardian consults; 9) provide staff development in M/V requirements & standards for school secretaries, administrators, and counselors; and 10) distribute and complete the standardized Student Residency Questionnaire.

The planning team utilized the quantitative data sets to establish baseline data whereby to measure the effectiveness of the program activities/strategies. All program activities/strategies will be evaluated using formative and summative assessments utilizing qualitative and quantitative reporting as a means to measure the effectiveness and impact of the program.

Amarillo ISD has experience and a history of success in managing state and federal grants. All grants awarded to the District are managed by experienced personnel trained in federal and state mandated requirements which govern grantees. AISD has never been in violation of any federal or state law or regulation relative to grant administration or management. To ensure successful administration of grant programs and grant deliverables, the District's management structure, which includes accounting, information technology, human resource management, and several other departments will collaborate with the program director (i.e. the district's Homeless Liaison/Families in Transition Director) through a system of checks and balances between departments. This program will be supported by all district departments. A Special Programs Accountant will work closely with the Homeless Liaison to ensure the district remains within fiscal requirements.

If awarded funding under this grant, the Homeless Liaison and the district's Families in Transition Department will ensure that the program is implementing effective activities/strategies to meet the stated goals and objectives of the program. The Homeless Liaison will oversee this program and all data collection, including both formative and summative data. The district's Families in Transition staff will review program progress and discuss any feedback received from program participants to ensure flexible program implementation. The Homeless Liaison will be responsible for ensuring that that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements for the program. The Liaison will collaborate with the campus administrators as needed to ensure successful program implementation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program staff will be responsible for conducting the day-to-day activities outlined in this document and they will hold regular meetings to share observations and quantitative data regarding student progress and periodic assessment results. Process evaluation will take place on a regular basis, thus ensuring the effectiveness of the program and providing means of adjustment if needed. If it appears that implementation of some program component is not having the intended effect the Homeless Liaison will modify the program, with TEA's consent, to ensure that program dollars are maximized for effectiveness. The Liaison will report to the District Leadership Team as appropriate regarding major program developments or policy issues.

The program budget was developed by considering the estimated costs associated with the implementation of the program activities/strategies under this program. All estimated costs are cost effective and will be supplemental to existing services provided by the district. The district's demographic data is very similar to that of the State of Texas. The Hispanic population served in the district is 45.7% of the district's student population, while 52.4% for the State, the African American population served is 10.2% and 12.6% for the State, the White population is 34.9%, while 28.1% for the State. The district also serves a high percentage of economically disadvantaged students, 70% when compared to 59% for the State. These demographics reflect similarly across state. Amarillo ISD assures that all statutory and TEA requirements are addressed in the application narrative. Based upon the grant guidelines, Amarillo ISD is eligible for 5 statutory or TEA priority points with an economically disadvantaged percentage of 70% or more as identified on the 2018-2019 TEHCY grant eligibility list.

Amarillo ISD has developed the expertise to maximize the impact of this project and the fiscal and administrative structure that is required for efficient and effective program implementation. Under this program, AISD is committed to implementing activities/strategies designed to reduce the barriers encountered by district homeless students. The program will be implemented to establish and expand a comprehensive learning environment conducive to both academic success and social acclimatization for a traditionally underserved population. During the course of the program, district and program staff will engage in a sustainability planning process to develop plans for continuing this program through funding from other sources after grant funding terminates.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$118,806	\$	\$118,806
Schedule #8	Professional and Contracted Services (6200)	6200	\$873	\$	\$873
Schedule #9	Supplies and Materials (6300)	6300	\$35,131	\$	\$35,131
Schedule #10	Other Operating Costs (6400)	6400	\$7,000	\$	\$7,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$161,810	\$	\$161,810
3.965% indirect costs (see note):			N/A	\$6,415	\$6,415
Grand total of budgeted costs (add all entries in each column):			\$161,810	\$6,415	\$168,225

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$168,225
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$13,458
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 188-901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant	1		\$18,303
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker	1.5		\$69,354
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$87,657
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$31,149
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$31,149
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$118,806

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 188-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Local Trainings	\$673
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$673
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$200
(Sum of lines a, b, and c) Grand total		\$873

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 188-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$35,131
Grand total:		\$35,131

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 188-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$7,000
Grand total:		\$7,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2,248	100%	All district homeless students are economically disadvantaged.
Identified homeless students	2,243	6.7%	2,248 district students are classified as homeless out of a total student population of approx. 33,000.
Students identified homeless with a 5A Crisis Code	19	0.8%	This data is from the 2017-2018 school year as of March of 2018.
Students identified homeless with a 5B Crisis Code	DNA	DNA	N/A
Students identified homeless with a 5C Crisis Code	DNA	DNA	N/A
Attendance rate for identified homeless students	NA	92.6%	Internal district data
Attendance rate for economically disadvantaged students	NA	95.3%	Data from 2016-17 Texas Academic Performance Report for Amarillo ISD

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
162	186	191	193	170	173	172	153	162	123	130	108	73	80	2076

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Schedule #13—Needs Assessment

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A planning team was organized to identify the areas of need for children and youth experiencing homelessness. The planning team is comprised of the district's Families in Transition Director (Homeless Liaison), the Director of Federal Programs & Grants, the Director of Counseling/College & Career Readiness, the district's Program Development Specialist, and the Families in Transition staff members. The team conducted a review of the district's current efforts to serve youth in homeless situations in order to outline areas of need for this student group and to guide the development of the grant application. Specifically the team was tasked with identifying problems in current intervention services offered, procedures for early identification, and effective delivery of the interventions. During the initial planning phase for this program, the team reviewed campus improvement plans, and analyzed the following quantitative data sources: the 2016-17 Academic Excellence Indicator System Campus Reports, the 2016-2017 Texas Academic Performance Report, and internal district data. Based upon a comprehensive analysis of the data generated by these assessments the needs assessment revealed the following challenges:

1. Students within Amarillo ISD classified as homeless score lower than their peers on the state mandated assessment, the State of Texas Assessments of Academic Readiness (STAAR) test.

Only 55% of the district's homeless students met the STARR 2016-17 Standard in Reading compared to 68% of their non-homeless peers, and only 67% met the STARR 2016-17 Standard in Math compared to 78% of their non-homeless peers.

2. Attendance rates of homeless children are negatively impacted by a lack of transportation, suitable clothing, and assessable health care.

Homeless children miss more days of school (average attendance rate of 92.6%) compared to their non-homeless peers (average attendance rate of 95.5%) due to a lack of transportation, suitable clothing, and assessable medical care.

3. Amarillo ISD staff lacks the expertise to identify students who may be homeless.

Only 96% of front desk school staff members have been provided with professional development to enable them to identify students who may be eligible for McKinney-Veto services.

These three challenge statements correlate to the identified needs outlined on the following page.

The needs are prioritized based on the primary purpose of the program: for district homeless students to meet the same challenging state academic standards established for all students. As such, the planning team identified that achievement on the state mandated assessment for homeless students ranked first, homeless student attendance rates ranked second, and identification and awareness of children and youth experiencing homelessness by district staff ranked third.

This program is designed to be a district-wide grant which will serve homeless students throughout the entire district.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The academic performance of the district homeless student population is behind their non-homeless peers. Students need supports to help them increase academic performance.	Provide school supplies in order to assist students with their academic success. Assist counselors and administrators with necessary interventions.
2.	Homeless student school attendance and retention rates are below district average.	Continuous monitoring of homeless student attendance and intervention at absence. Assist families with attendance barriers that are related to homelessness.
3.	District staff require ongoing homeless student identification and awareness training.	Provide trainings to school secretaries, registrars, clerks, and administrators in order to ensure proper identification of homeless students and awareness of their needs.
4.	N/A	N/A
5.	N/A	N/A

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Schedule #14—Management Plan

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison	This individual has over 10 years of supervisory experience working with at risk youth and families. She previously worked as an elementary school teacher. She has a Bachelor's degree in Elementary Education.
2.	Social Worker	This individual has over 8 years of experience working with at risk youth and families and is an experienced mental health professional with a Bachelor's degree in Social Work.
3.	Part-Time Social Worker	This individual has over 30 years of experience working with at risk youth and homeless families and is experienced as a qualified Mental Health Professional, with over 7 years of experience implementing discretionary grants.
4.	Clerical Assistant	This individual has several years of experience in the clerical field. She has worked for the school district in different clerical positions and has been with the district's Children in Transition department for the last 2 years.
5.	N/A	N/A

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Student academic success	1. Provide school supplies	08/15/2018	05/24/2019
		2. Provide transportation assistance	08/15/2018	05/24/2019
		3. Collaborate with counselors for intervention	08/15/2018	05/24/2019
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
2.	Improve student attendance.	1. Monitor attendance by spreadsheet	08/15/2018	05/24/2019
		2. Intervene at absence #8	08/15/2018	05/24/2019
		3. Provide transportation services	08/15/2018	05/24/2018
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
3.	Provide a consistent and comparable learning environment	1. School of origin services	08/15/2018	05/24/2019
		2. Providing emergency clothing	08/15/2018	05/24/2019
		3. Provide transportation services to school of origin	08/15/2018	05/24/2019
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
4.	Training district staff in identification and awareness	1. Training for school secretaries and clerks	08/15/2018	05/24/2019
		2. Training for administrators	08/15/2018	05/24/2019
		3. Training for counselors	08/15/2018	05/24/2019
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A
5.	N/A	1. N/A	N/A	N/A
		2. N/A	N/A	N/A
		3. N/A	N/A	N/A
		4. N/A	N/A	N/A
		5. N/A	N/A	N/A

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Families in Transition staff will meet on a monthly basis to review program progress and discuss any feedback received from program participants to ensure flexible program implementation. Additionally, staff will communicate regularly by individual conversation and by daily email as well. Communication will include such topics as schedules, facilities, inventory lending, challenges and successes. The Homeless Liaison will be responsible for ensuring that that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements for the program. The Liaison will collaborate with the campus administrators as needed to ensure successful program implementation. Program staff will be responsible for conducting the day-to-day activities outlined in this document and they will hold regular meetings to share observations and quantitative data regarding student progress and periodic assessment results. Process evaluation will take place on a regular basis, thus ensuring the effectiveness of the program and providing means of adjustment if needed. If it appears that implementation of some program component is not having the intended effect the Homeless Liaison will modify the program, with TEA's consent, to ensure that program dollars are maximized for effectiveness. The Liaison will report to the District Leadership Team as appropriate regarding major program developments or policy issues.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Amarillo ISD is implementing ongoing and existing efforts that are similar and related to the project defined within this application. The current program targeting the district's homeless student population is funded through the TEXHEP grant program. Amarillo ISD is in the final year of program funding under the TEXSHEP grant, with funding ending on August 31, 2018. As such, this program will be an extending of the program currently being undertaken by the district to benefit the area's homeless student population. In order to ensure that all program participants will remain committed to the success of this new project, the district will provide program management, systems oversight, and technology trainings. Program staff will work together to monitor program implementation and participant feedback. Information gathered from team meetings will be utilized as a tool to target program outcomes to ensure that all project participants remain committed to the project's success. These targeted program outcomes will include staff oversight and professional development trainings on how to implement the program effectively. Data driven assessments will be utilized by the Homeless Liaison to monitor the effectiveness of the program. This data will be provided to program staff members to motivate and encourage best practices. During the course of the program, district and program staff will engage in a sustainability planning process to develop plans for continuing this program through funding from other sources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Provide support of academic success by providing school supplies for students	1.	Improved attendance rates
		2.	Improved rates of grade advancement
		3.	Improved graduation rates
2.	Check attendance rates on spreadsheet on a weekly basis	1.	Improved testing results
		2.	Improved rates of grade advancement
		3.	Improved graduation rates
3.	Check sign-in sheets from district staff training to ensure all staff have been trained	1.	Improved staff awareness of homeless students' needs
		2.	Improved identification of students
		3.	N/A
4.	N/A	1.	N/A
		2.	N/A
		3.	N/A
5.	N/A	1.	N/A
		2.	N/A
		3.	N/A

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Amarillo ISD has developed a comprehensive evaluation plan that will entail both formative and summative assessments of quantitative and qualitative data to measure and ensure the successful implementation of the program. With a systematic collection and analysis of data, it is possible for the project staff to achieve the goals and outcomes of the program. All proposed program activities will be recorded and assessed utilizing qualitative and quantifiable measurements. Attendance, academic grades for courses attended, activity involvement, enrollment, and staff training data will be collected on an ongoing basis. The quantitative analysis will be directly comparable to the baseline performance indicators. Additionally, student performance will be monitored as it is reported by the Texas Academic Excellence Indicator System (AEIS) on standardized tests to observe any direct performance changes resulting from the implementation of this project. Similarly, the number of AISD employees trained in project areas of focus will be recorded for each year. The quantifiable objectives will be measured against ongoing office referral logs and reports, attendance logs, and STAAR reports. Program data will be discussed during program meetings along with process implementation. These meetings will include such topics as schedules, special events, challenges and successes, etc. Program evaluation will primarily entail the monitoring of the success and weaknesses the program has had in implementing the program activities and meeting the identified goals and project outcomes. Each of the project outcomes established is quantitative within given time frames. Because of this, each of the outcomes can be measured for success at given snapshot points. If it appears that implementation of some program component is not having the intended effect the Project Director will modify the program to ensure that program it as effective and efficient as possible. Each of these measurements will be conducted prior to each report submitted as information is practically available under this program.

Program evaluations will include the monitoring of all data, including performance measures, required under the Texas Education for Homeless Children and Youth Program as they compare to this baseline data. All applicable data will be collected from AEIS reports, PIEMS data, and internal district data reports. The results of the evaluation methods will be compiled into the mid-year and end of year reports. All required program reports will be submitted in full and on time to the TEA.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Families in Transition program to inform parents of available services and resources	30	District campus sites Homeless Liaison	Sign-in sheets Homeless Liaison	1
Provide and track transportation as needed to all homeless students	350	District campus sites Homeless Liaison	Transportation tracking system Homeless Liaison	1,2
Provide school supplies and materials necessary for academic success	900	District campus sites and program office Homeless Liaison	Internal district database Homeless Liaison	1
Update referral packet to be provided to homeless students & their families & the web based referral system	850	Program Office Homeless Liaison /Program Staff	Internal district database Homeless Liaison/Program Staff	2
Coordinate a referral based program to provide donated and purchased clothing to homeless students	400	District campus sites and office Program Staff	Internal district database/Homeless Liaison	1
Coordinate a referral based medical care program for students in homeless situations	50	District campus sites and office Program Staff	Internal district database/Homeless Liaison	1,2
Track Attendance	2100	Program Office Homeless Liaison	Internal district database Homeless Liaison	2
Student and Parent Consults	2100	Program Office, District campus sites, and shelter/home visits Program Staff	Internal district database Homeless Liaison	1,2
Provide staff development in M/V requirements & standards for school secretaries, administrators, and counselors	350	District campus sites, regional service center, and ESC Homeless Liaison	Internal district database/Sign-in sheets Homeless Liaison	3
Distribute and complete the standardized Student Residency Questionnaire	2100	District campus sites and program office Program Staff	Internal district database Homeless Liaison	1,2

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Buckner Family Place of Amarillo	Space for tutoring services, shelter
2.	Catholic Family Services Shelter	Space for tutoring services, shelter
3.	City of Amarillo Transitional Housing Program	Housing
4.	Domestic Violence Shelter of Amarillo	Space for tutoring services, shelter
5.	The Downtown Women's Center of Amarillo	Space for tutoring services, shelter, referral services
6.	Faith City Ministries of Amarillo	Space for tutoring services, shelter, referral services
7.	Martha's Home of Amarillo	Space for tutoring services, shelter
8.	Salvation Army	Space for tutoring services, shelter, referral services
9.	Eveline Rivers Sunshine Cottage	Referral services, shelter
10.	St. Thomas the Apostle Catholic Church	Clothing donations
11.	Amarillo ISD Guidance and Counseling Department	District departmental assistance
12.	Polk St. United Methodist Church	Donate blankets
13.	Eveline Rivers Coat Project	Provide winter coats for children
14.	N/A	N/A
15.	N/A	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the time of registration, each child enrolling will be required to fill out a Student Residency Questionnaire (SRQ). The SRQ asks about the family's current living arrangement, such as if their living arrangement is temporary (less than 6 months) or due to loss of housing or financial hardship, (such as losing a job, etc.). The form also asks if the student is living in a motel, shelter, with more than one family in a house or apartment, moving from place to place, or in a place not designed for ordinary sleeping accommodations such as a car, park, or campsite. If any of these are answered "Yes", the form is immediately faxed to the Homeless Liaison's office. Trainings will be provided for campus secretaries, counselors, principals, etc. to notify program staff of any living changes with students when they come across students that may be in a homeless situation. Trainings will be provided for local shelters and referral agencies so that these entities will notify the Homeless Liaison's office of new families that are entering the shelter. Service providers will be able to contact the Homeless Liaison through directly or by utilizing the web-based referral system made available through this program and administered by the district's Homeless Liaison. Information about the program will be posted in the schools and at various locations throughout the community.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the implementation of this program, the Families in Transitions staff will facilitate the Families in Transition programming activity. This activity is an informational presentation made available to Homeless parents/guardians and family members at district campus sites throughout the school year. These seminars will provide information detailing TEHCY program activities, services, and resources, as well as community resources available to homeless students and their families. Additionally, program staff will conduct individual student and parent consultations to ensure that the parents/guardians of these students have the information necessary to access available program and community resources. Amarillo ISD also has policies and procedures in place to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. Families in Transition staff will also provide current resource guides to families in order to connect them to more community resources.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students are part of the regular education program upon enrollment. District staff members are trained in the importance of providing comparable services to homeless students and unaccompanied youth. The Families in Transition staff works with counselors, administrators, and students to ensure students are receiving adequate services.

Additionally, under this program, homeless students who cannot otherwise find transportation to school will be provided with bus tokens in order to have regular access to attend school on a daily basis. Homeless students will also be provided with school supplies in order to provide the resources necessary to engage in classroom and homework activities. School counselors and program staff will provide information to the homeless students about district and community resources (i.e. information about temporary housing, food services, medical services, clothing resources, etc.) that can benefit these students and their families. These program strategies will ultimately lead to educational success by improving academic scores and increased attendance. All strategies implemented will assist homeless children and unaccompanied youth to be integrated into the regular education program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Homeless Liaison will meet regularly with the district's Title I Staff to ensure that the two programs work effectively and efficiently together for the good of the students who qualify for their services. The Homeless Liaison will conduct staff trainings at schools within the district to outline the services available to homeless children attending those schools. The Homeless Liaison will communicate with Title I campus administrators at least twice a year about the requirement to address the homeless students' needs in the CIP. The Liaison will email all Title I administrators in June and again in August to remind them to include a strategy/strategies in the CIP to meet the needs of their homeless students. The Liaison will collaborate with administrators to develop appropriate strategies. Title I, Part A, funds will be utilized to provide 100% of the Homeless Liaison's salary and benefits and in providing backpacks, school supplies, and emergency household items to youth in homeless situations.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$60,000	100% of the Homeless Liaison's salary and benefits, school supplies, backpacks, and emergency household items for homeless youth.
Planned Set-Aside for 2017–2018	\$68,000	100% of the Homeless Liaison's salary and benefits, school supplies, backpacks, and emergency household items for homeless youth.

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Homeless Liaison will meet regularly with the district's Title I Staff to ensure that the two programs work effectively and efficiently together for the good of the students who qualify for their services. The Homeless Liaison will conduct staff trainings at schools within the district to outline the services available to homeless children attending those schools. The Homeless Liaison will communicate with Title I campus administrators at least twice a year about the requirement to address the homeless students' needs in the CIP. The Liaison will email all Title I administrators in June and again in August to remind them to include a strategy/strategies in the CIP to meet the needs of their homeless students. The Liaison will collaborate with administrators to develop appropriate strategies. Title I, Part A, funds will be utilized to provide 100% of the Homeless Liaison's salary and benefits and in providing tutorial services at partnering community shelters. Additionally, funds will be utilized to provide backpacks and school supplies to youth in homeless situations.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 188-901	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- (a) All students have to complete an SRQ at the beginning of the school year and upon enrollment at any time during the school year. They also complete the SRQ if they change schools during the year. The Families in Transition staff then contacts the families and/or students to verify identification and assess their needs.
- (b) School counselors and administrators contact the Families in Transition staff upon learning that a child is homeless. We contact the family to verify their status and offer services. If we identify an unaccompanied youth, we go to the school to meet with the student and discuss available services.
- (c) School counselors and administrators often notify the Families in Transition staff of students that are not enrolled. We are also notified by our community partners quite often. We go visit with the families or youth and assist them with the enrollment process.
- (d) Community partners often notify staff of a Pre-K age child. Parents also tell us about younger siblings when we contact them regarding their older children. We assist them with the Pre-K enrollment process.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- (a) The Homeless Liaison provides training to all school secretaries during the summer before school starts. They are given copies of the SRQ as well as a McKinney-Vento fact sheet. They are asked to distribute all information on their campus. We will be providing direct training to administrators and counselors as well.
- (b) The Homeless Liaison provides training to shelter staff throughout the year. We provide those trainings at the shelters as well as through United Way tours attended by our community partners.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Families in Transition staff are regularly contacted by secondary school staff when a homeless youth is struggling with their academic success. FIT staff collaborates with counselors and administrators in order to find affective ways to assist students. Students are offered tutoring as well as the option for credit recovery through the alternative high school and computer programs. The credit recovery programs are utilized to ensure grade level promotion and on time graduation. Homeless students are also given adequate opportunity to explore Career and Technical Education options to expose them to career options. The Homeless Liaison tracks student attendance on a weekly basis and provides intervention at absence #8. Communication with the parents and school is established in order to ensure that the attendance problems are addressed. Any attendance problems related to the student's homeless status are remedied by the Homeless Liaison and the other office staff. The Homeless Liaison continues to work with the student, family, and school to provide adequate assistance regarding ongoing attendance problems. Student attendance directly correlates to student performance, grade advancement, and on time graduation; therefore, early intervention is key in eliminating all barriers. Homeless students that are receiving other services; such as Special Education, Bilingual Education, etc.; are closely monitored to ensure they are receiving adequate services to address all needs, including their homelessness. The Homeless Liaison provides support and assistance to any school programs being implemented with a student and also to the families in order to make certain they are understanding the services provided and receiving the most benefit. Counselors work closely with students to assist them with college applications and financial aid choices. FIT staff provided letters for high school seniors to assist with their financial aid.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Families in Transition staff will monitor the academic needs of homeless students by evaluating their needs and notification from school counselors when a homeless student is struggling academically. Parents will be contacted regarding academics and for their opinions on what would help their children. The FIT staff will collaborate with the schools to ensure homeless students are given adequate interventions and assistance in order for them to be successful. The Homeless Liaison will track attendance and intervene at absence #8 to ensure that attendance problems are not having a continuous impact on a student's academic performance. Early intervention regarding attendance is key in order to avoid severe academic problems and possibly delaying grade advancement and/or graduation. All barriers related to homelessness that are effecting the student's attendance will be addressed by the Families in Transition staff. Behavioral problems will be addressed if assistance is requested by the school counselor or administration. FIT staff will work to communicate with families in order to provide support and assistance that is needed to attempt to deal with any behavior problems that are reoccurring and causing academic struggles for a student. Families in Transition staff will work to monitor the testing scores of homeless children and collaborate with schools in order to provide adequate assistance. Tutoring is available for students in regards to general academics as well as the STAAR exam. FIT staff will work with the schools to ensure homeless students are receiving adequate tutoring if needed and to make sure students are receiving transportation assistance in regards to tutoring.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 188-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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